

ASSESSMENT STRATEGIES IN REMOTE LEARNING

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ABSTRACT

The outbreak of the pandemic has challenged the educational institution which resorted to the conduct of remote learning. Thus, this study was conducted to determine the preferred assessment strategies in remote learning by the Education students of CTU-Argao Campus for the second semester of Academic Year 2020-2021.

A descriptive quantitative method was utilized in gathering the data needed through an adapted survey questionnaire and was administered through google forms. Responses revealed that the most commonly used authentic assessment strategies by teachers are performance tasks, portfolio and self-assessment. On the other hand, timed quizzes/exams/tests, assignments and open ended-essay questions are commonly used for conventional assessment. Furthermore, research findings revealed that students, in terms of authentic assessment preferred when they are tasked to apply their learnings through a hands-on project and make a list of their struggles and least likely prefer when tasked to check their classmates' output. For conventional assessment, students preferred when teachers assigned them tasks that can be done offline and least likely prefer when given exams with time limits.

Based on the results, a compilation of assessment strategies utilized in remote learning is hereby recommended as a guide for teachers to help them in assessing students in distance education.

KEYWORDS: *Assessment Strategies, Authentic Assessment, Conventional Assessment & Remote Learning*

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1. INTRODUCTION

For both instructors and students, education is a shared pursuit of excellence. A meaningful educational process can only be achieved when both parties work together. However, as a result of the emergence of significant difficulties and concerns as a result of the global health crisis, this endeavor to pursue excellence has been tested.

The global impact of the COVID-19 Pandemic has caused many changes in today's world. It has affected a wide range of institutions, including educational institutions. Since the virus's announcement on March 11, 2020, policymakers have been forced to decide whether to close schools in order to reduce contacts or to keep them open in order to allow workers to work and keep the economy afloat.

Following that, a suspension of classes was announced, which resulted in the closure of over 192 schools across the country, affecting 90 percent of the world's learners: nearly 1.6 billion children and young people (UNESCO, 2020). The closure of schools and universities forces authorities to devise solutions to meet the needs of students, particularly the 3.5 million tertiary level students enrolled in approximately 2,400 Higher Education Institutions. Despite the shutdown of universities, several HEI's have taken a more proactive approach to continue education. In lieu of face-to-face learning, the Higher Education Commission of the Philippines advises HEIs to continue to use flexible learning and alternate delivery modes of education (CHEd, 2020). Remote learning is one

of the approaches employed, with the goal of facilitating learning activities for students through the use of technology or ICT resources. Universities and colleges accomplish this by offering students with online tools to enhance traditional learning arrangements (Becker, 2000).

However, the approach was questioned by many, including parents, students, and even some teachers, who questioned the efficacy of the method. Questions also arose about how to evaluate or appraise learning during online education because, despite the popularity of online distance education in higher education, there is a scarcity of literature on how to do so (N.Kim, et. al, 2008).

The assessment of online courses is an important aspect of the teaching and learning process. These assessments entail managing assignments and evaluating students' learning in a variety of key areas (Gaytan& McEwen, 2007). Assessment is a critical lens through which to view education (Bransford, Brown, & Cocking, 2000), and it is thought to be a driver of student performance. Assessments necessitate ways for measuring students' development in a purposeful and appropriate manner, and they are an important component of performing assessments in an online distance education setting. As a result, it is critical to identify the most appropriate assessment strategies that are essential for the students.

The big question of how to fairly and intellectually assess online learners is one that many school administrators and teachers face, including the Cebu Technological University-Argao Campus, because this university itself adapts to remote learning education. As a result, the research was carried out.

2. METHODOLOGY

In this study, a descriptive quantitative method was employed to collect and analyze data findings. This technique was utilized to explain the preferred evaluation strategies for remote learning of chosen College of Education students at Cebu Technological University-Argao Campus for the second semester of A.Y. 2020-2021. To gather the essential data and information for the formulation of some recommendations, the researchers used a modified survey questionnaire. Respondents for this study were chosen from the Bachelor of Elementary Education program using a simple stratified sampling technique. Furthermore, frequency count and simple percentage were used to determine the respondents' age and gender profile, as well as the most common assessment strategies used by teachers at the College of Education. The Weighted Mean (WM) and standard deviation were used to identify, summarize, analyze, and interpret the common assessment strategies (s). The following weighted mean ranges were used in categorizing and interpreting these: 1.00 -1.75 (Agree), 1.76 – 2.50 (Strongly Agree), 2.51 – 3.25 (Disagree), 3.26 – 4.00 (Strongly Agree).



Figure1: Map showing the Location Map of Cebu Technological University- Argao Campus – Argao, Cebu Philippines(https://www.sunstar.com.ph/uploads/imported_images/ctu-argao-campus_0.jpg).

3. RESULTS AND DISCUSSIONS

3.1 Age

Table 1 shows the age distribution of the respondents, who were divided into six groups and have an average age of 21. The table below revealed that the majority of respondents were under the age of 21. This implies that the majority of college students enrolled are of legal age (18 and above).

Applying to colleges is typically done shortly before graduating from high school. Since the introduction of the K+12 basic education program on May 15, 2003 under R.A. 10533, the 4 years of high school education have now been supplemented by another 2 years of senior high school, bringing the total secondary school time to 6 years, spanning from Grade 7 to 12. This is why most colleges will accept students who are at least 17 years old, as this is the age at which most people complete high school or the 12-year Basic Education Program (Smith, 2021).

Table 1: Respondents' Profile in Terms of Age

Age	f	%
18 and below	3	2.22
19	25	18.52
20	43	31.85
21	47	34.81
22	13	9.63
23 and above	4	2.96
Total	135	99.99
Average Age= 21		

3.2 Gender

Table 2 shows the gender distribution of the respondents. As can be seen, there were more female respondents compared to male respondents. This implies that majority of the students enrolled in the teaching profession, particularly in the elementary education, are females.

According to Regalado (2017), teaching is widely and globally regarded as a ‘feminized profession, and the expected soft skills, communication skills, and emotional intelligence are primarily seen in females. Teaching is a female-dominated profession in the Philippines. Men will continue to be drawn to higher-paying professions other than teaching (Tani, 2019). Furthermore, according to Kalra (n, d.), as cited by Kumari (2020), women have the ability to understand students' mental and emotional needs, making them a better choice for primary school teachers. They have a better understanding of child psychology and place a greater emphasis on the holistic development of children.

Table 2: Respondents' Profile in Terms of Age

Gender	f	%
Male	12	8.89
Female	123	91.11
Total	135	100

3.3 Commonly used Authentic Assessment Strategies

As indicated in table 3, the responses are categorized into five (5) authentic assessment strategies utilized by teachers in remote learning. The table reveals that performance tasks received the most replies out of 365, meaning that most teachers give activities for their pupils to freely perform and display their abilities and skills in a variety of ways. According to Nitko (2000), performance assessment is a learning goal that allows students to integrate their knowledge and skills from various areas in order to complete an activity or assignment. He went on to say that performance evaluation consists of two parts: (1) a hands-on task assigned to a student and (2) clearly stated criteria used to assess how successfully the student completed the application prescribed by the learning objective. Furthermore, performance tasks or performance-based assessments allow students to establish a link between what they know and the outside world, allowing them to create multiple solutions to real-world problems (Korkmaz, 2004).

The second commonly used authentic assessment strategy is the giving of project. This implies that teachers typically use project-based assessments to assess their students because they are simple to score as long as the tasks adhere to certain rubrics. Using projects as an assessment improves long-term retention of content, helps students perform on par with or better than traditional learners on high-stakes tests, improves problem-solving and collaboration skills, and improves students' attitudes toward learning (Strobel & van Barneveld, 2009; Walker & Leary, 2009).

The third commonly used authentic assessment strategy is self-evaluation. This implies that the teacher's assessment includes students assessing themselves, as it gives students a better chance to learn about their own strengths and weaknesses and improve. It is regarded as an effective method of determining students' classroom performance. Brown and Harris (2014) contend that self-evaluation of students' decision-making is beneficial and that a student can realistically and accurately judge his or her own work. Self-assessment is an excellent formative assessment strategy because it provides students with immediate feedback on their performance in relation to established standards and criteria, as well as information on how to make adjustments to improve what they learn and how they learn (Crooks, 2007).

Table 3: Commonly Used Authentic Assessment Strategies by Teachers in the College of Education

Authentic Assessment Strategies	f	%
Projects	80	21.92
Portfolio	42	11.51
Self-Assessment	70	19.18
Peer-Evaluation	56	15.34
Performance Tasks	117	32.05
Total	365	100

3.4 Commonly Used Conventional Assessment Strategies

As shown in Table 4, the responses are classified based on the various traditional assessment strategies used by teachers to assess remote learners. There were 450 responses in total, with timed quizzes/exams/tests receiving the highest number. This implies that exams with time limits, whether multiple choice, enumeration, true or false, or fill in the blanks, are the most commonly used type of assessment by teachers because they are easier to score. O'Connor (2014) stated that one of the primary purposes of examinations is to assess students' progress.

Giving of assignments come next as commonly used conventional assessment strategies. This implies that teachers incorporate home works as another kind of assessment since it would help them check additional learnings coming from students. Ramdass and Zimmerman (2011) state that homework improves student self-regulation, which promotes student motivation, cognitive and metacognitive skills, and learning outcomes. This motivates students to monitor their learning and seek appropriate solutions to complete their homework and achieve learning objectives. From among the conventional methods, pair-share is seen as the lowest. This implies that most teachers do not use the pair share method in assessing learners because it is inconvenient in the distance setting, owing to connectivity issues, and most teachers would prefer to encourage independent learning for students. Finally, this indicates that the majority of teachers use timed quizzes/exams/tests, assignments, and open ended/essay questions as traditional assessment strategies in remote learning.

Table 4: Commonly Used Conventional Assessment Strategies by Teachers in the College of Education

Conventional Assessment Strategies	f	%
Assignments	96	21.33
Oral Questioning	86	19.11
Open Ended/ Essay Questions	93	20.67
Think Pair Share	56	12.44
Timed Quizzes/Exams/Tests	119	26.44
Total	450	99.99

3.5 Preferred Authentic Assessment Strategies of Students in Remote Learning

As shown in Table 5, the indicator that has the highest weighted mean of 3.04 with a categorical response of Agree and an interpretation of Moderately Preferred are indicators 1, 6 and 8, **"I prefer when teachers instruct me to do a hands-on project"**, **"I prefer when teachers let me apply my learnings through a project"** and **"I prefer when teachers let me make a list of my struggles and accomplishments for the entire lesson"**. The indicator that has the lowest weighted mean of 2.42 with a categorical response of Disagree and an interpretation of Slightly Preferred is indicator 4, **"I prefer when teachers allow me to check my classmate's output"**. In totality, the students preferred assessment strategies as to Authentic Assessment got a grand mean of 2.85 with a categorical response of Agree and an interpretation of Moderately Preferred. In addition, the overall standard deviation is 0.75 which is less than 1. This indicates that the respondents have a

more or less similar preference in the authentic assessment strategies. This implies that BEED students preferred when the strategies used in conducting the assessment are through hands-on project for them to gain knowledge and experience, applying their learning through hands-on project to practice and become better and listing their struggles and accomplishments of an entire lesson to reflect what they have and have not learned.

The following implications are supported by Light (2001) and Huba (2000), as cited by Lee (2012), who stated that in education and other professions where expertise entails in-depth knowledge, a significant repertoire of experience under a variety of conditions and sets of strategies available as responses to these varieties of situations are required. Students, in turn, report that they enjoy and learn from these experiences. Working on a hands-on project provides students with a more realistic and exciting experience. The majority of empirical studies provide evidence for the assumption that engaging students in hands-on projects lead to positive motivational outcomes (Franklin et.al, 2005) and the quality of experience during hands-on activities is an important factor in the development of students' intrinsic motivation (Krapp, 2005). Additionally, Kern (2015), also asserts that projects are an integral part of learning a subject content while also giving students practice at additional skills that can help them become better equipped to be productive adults and take control over his or her learning.

Table 5: Preferred Authentic Assessment Strategies of Students in Remote Learning

Indicator	WM	s	Categorical Response	Interpretation
1. I prefer when teachers instruct me to do a hands-on project.	3.04	0.74	Agree	Moderately Preferred
2. I prefer when teachers encourage me to compile my previously made activities.	2.91	0.82	Agree	Moderately Preferred
3. I prefer when teachers allow me to critique my own output for improvement.	2.71	0.82	Agree	Moderately Preferred
4. I prefer teachers allow me to check my classmate's output.	2.42	0.80	Disagree	Slightly Preferred
5. I prefer when teachers allow me to create a pre-recorded video presentation and post it on various media platforms.	2.73	0.85	Agree	Moderately Preferred
6. I prefer when teachers let me apply my learnings through a project.	3.04	0.72	Agree	Moderately Preferred
7. I prefer when teachers base my developmental progress on my compiled tasks and activities.	2.87	0.73	Agree	Moderately Preferred
8. I prefer when teachers let me make a list of my struggles and accomplishments for the entire lesson.	3.04	0.71	Agree	Moderately Preferred
9. I prefer when teachers allow me to critique each other's work.	2.76	0.77	Agree	Moderately Preferred
10. I prefer when teachers make me perform (sing, dance, recite a poem, etc.) for me to exhibit my talents and skills.	2.77	0.78	Agree	Moderately Preferred
11. I prefer when teachers engage me through series of design activities based on the project information given.	2.96	0.66	Agree	Moderately Preferred
12. I prefer when teachers let me create a summary of my learnings through my worksheets, written activities and learning tasks.	2.89	0.76	Agree	Moderately Preferred
13. I prefer when teachers let me assess my own capabilities that are essential aid for me to learn.	3.01	0.74	Agree	Moderately Preferred
14. I prefer when teachers encourage me to give feedback on my classmate's activity to improve their own work.	2.72	0.63	Agree	Moderately Preferred
15. I prefer when teachers allow me to produce an output (poster, slogan, poem, song, etc.) to demonstrate my understanding about the lesson taught.	2.94	0.76	Agree	Moderately Preferred
TOTALITY	2.85	0.75	Agree	Moderately Preferred

Weighted Mean Interval	Categorical Response	Interpretation
3.25-4.00	Strongly Agree	Highly Preferred
2.50-3.24	Agree	Moderately Preferred
1.75-2.49	Disagree	Slightly Preferred
1.00-1.74	Strongly Disagree	Hardly Preferred

3.6 Preferred Conventional Assessment Strategies of Students in Remote Learning

As shown in Table 6, the indicator that has the highest weighted mean of 3.33 with a categorical response of highly preferred is indicator 1 **“I prefer when teachers assign activities that can be done offline”**. And the indicator that has the lowest weighted mean of 2.44 with a categorical response of slightly preferred is indicator 5 **“I prefer when teachers administer quizzes/exams with time limit”**. Overall, the conventional assessment got the grand weighted mean of 3.01 with a categorical response of Agree and an interpretation of Moderately preferred. This implies that BEED students preferred to take activities that has no time limit or deadlines that gives less pressure to them. Taking activities offline could give the students wider opportunities to scan more resources like textbooks. Moreover, building offline activities naturally in the classroom can help students who are experiencing screen fatigue, and keep their education varied and interesting. Teachers can also use this opportunity to reinforce the value of in-person resources, curiosity, and exploration in learning. Moreover, the values of the standard deviations are all less than 1. This indicates that the data are clustered around the mean which implies that the responses are bunched together and the respondents have more or less the same preference.

The following implications are supported by Noah Rue (2020), who stated that building offline assignments into your curriculum can do more than just expand your students’ sense of learning and give them a break from screen time. It can also help define the culture of your classroom, a major challenge in remote teaching. You can establish a culture of exploration and curiosity by engaging your students beyond their computer screens. As supported by Josh Ochs (2020), with studies indicating that excessive screen time can be harmful to children. Teachers are encouraged to look for offline activities that can reduce students' screen time. Students naturally spend less time on their devices and social media when they are excited about participating in offline activities. Aside from reducing screen time, offline activities provide students with the opportunity to grow, learn new skills, and collect experiences. Thus, the value of offline and real-world learning is more important now than ever. With students stuck inside, finding ways to engage them beyond their screens can help keep alleviate screen fatigue, engage with their local libraries and environments, and build skills in incorporating traditional and digital media Noah Rue (2020).

Table 6: Preferred Conventional Assessment Strategies of Students in Remote Learning

Indicator	WM	s	Categorical Response	Interpretation
1. I prefer when teachers assign activities that can be done offline.	3.33	0.87	Strongly Agree	Highly Preferred
2. I prefer when teachers administer on the spot question and answer to test my mental alertness.	2.75	0.74	Agree	Moderately Preferred
3. I prefer when teachers encourage me to answer questions in an open text format.	3.04	0.71	Agree	Moderately Preferred
4. I prefer when teachers let me share my idea about the lesson to a partner.	3.02	0.72	Agree	Moderately Preferred
5. I prefer when teachers administer quizzes/exams with time limit.	2.44	0.77	Disagree	Slightly Preferred

6. I prefer when teachers provide me with a space into which I can submit assigned works for them to grade.	3.21	0.74	Agree	Moderately Preferred
7. I prefer when teachers call us individually to answer a question and stimulate our critical thinking skills.	2.90	0.61	Agree	Moderately Preferred
8. I prefer when teachers allow me to respond to a question with no limited set of options.	2.96	0.69	Agree	Moderately Preferred
9. I prefer when teachers allow me to collaborate with a pair in answering learning tasks.	3.09	0.75	Agree	Moderately Preferred
10. I prefer when teachers administer standardized exams to test my understanding of the lesson.	3.01	0.70	Agree	Moderately Preferred
11. I prefer when teachers allow me to submit assigned task on a given date.	3.04	0.75	Agree	Moderately Preferred
12. I prefer when teachers ask me to express my thoughts about a certain topic.	3.09	0.67	Agree	Moderately Preferred
13. I prefer when teachers make me write my answers in a sentence, short composition or in a paragraph form.	3.02	0.70	Agree	Moderately Preferred
14. I prefer when teachers allow me to work with a partner in solving a problem or answering a question about an assigned reading.	3.05	0.75	Agree	Moderately Preferred
15. I prefer when teachers test my knowledge through multiple choice, fill in the blanks and true or false type of exams.	3.14	0.73	Agree	Moderately Preferred
TOTALITY	3.01	0.73	Agree	Moderately Preferred

Weighted Mean Interval	Categorical Response	Interpretation
3.25-4.00	Strongly Agree	Highly Preferred
2.50-3.24	Agree	Moderately Preferred
1.75-2.49	Disagree	Slightly Preferred
1.00-1.74	Strongly Disagree	Hardly Preferred

4. CONCLUSIONS

Based on the findings of the study, the most commonly used authentic assessment strategies used by the teachers in remote learning are performance tasks, projects and self-assessment. For the conventional assessment on the other hand are timed quizzes/exams/tests, assignments and open ended/essay questions. Furthermore, the Bachelor of Elementary Education preferred almost all of the assessment strategies presented for both authentic and conventional assessments. As for authentic assessments, students preferred it when teachers engage students on a hands-on project or let students apply their learning through a series of project-based tasks as well as allowing students to make a list of their personal struggles and accomplishments for the entire lesson. As for the conventional assessment, students highly preferred when engaged with tasks that can be done offline. Additionally, the aforementioned assessment strategies are in consonance with the educational theories of multiple intelligence and cognitivism demonstrating that teachers should provide students with varying tasks, allow them to choose varied assessment methods and gives them the opportunity to make use of their dominant intelligence to fully comprehend broader and complex subjects.

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